

DIAGNOSIS OF SOFT SKILLS IN TECNM-TLÁHUAC TEACHERS TO SUPPORT IMPROVEMENT ACTIONS

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Abstract-- The objective of this research was to determine the level of soft skills in communication, emotional intelligence, and teamwork possessed by teachers in the Department of Economic and Administrative Sciences at TecNM-Tláhuac, using a diagnostic questionnaire to inform strategies for improving teacher training. To this end, a Likert-type instrument with 20 items on a scale of 1-7 was applied, where 1 corresponds to never and 7 to always. A descriptive statistical analysis was performed that included measures of central tendency and dispersion.

The results generally showed that teachers have a high level of soft skills development, which exceeded expectations that they would have an intermediate level of development. In the area of communication, it was found that there is respectful interaction and active listening, although there is room for improvement in nonverbal communication and motivational expression. With regard to emotional intelligence, the highest range is related to emotional control, kindness even in adverse situations, and the capacity for self-evaluation. Finally, teamwork has notable aspects such as collaborative integration, conflict resolution, and institutional commitment, although participation in institutional activities showed variable results among teachers.

This establishes that teachers in the Department of Economic and Administrative Sciences at TecNM/Tláhuac have highly developed soft skills that contribute to the organizational climate. However, there are also areas for improvement related to interpersonal motivation and consistent institutional participation. Based on these results, it is proposed to extend the research to other academic departments of the institution in order to obtain a comprehensive view and integrate teacher training programs that strengthen institutional development.

Keywords-- Soft skills, communication, teamwork, emotional intelligence, higher education, teachers.

Abstract-- This research aimed to determine the level of soft skills—communication, emotional intelligence, and teamwork—among faculty members in the Department of Economic and Administrative Sciences at TecNM-Tláhuac, using a diagnostic questionnaire to inform strategies for improving faculty development.

A Likert-type instrument with 20 items on a 1-7 scale was used, where 1 represents "never" and 7 represents "always." A descriptive statistical analysis was performed, including measures of central tendency and dispersion.

Overall, the results showed that teachers demonstrated a high level of soft skills development, exceeding the expected intermediate level. In the area of communication, respectful interaction and active listening were observed, although there was room for improvement in nonverbal communication and motivational expression. Regarding emotional intelligence, the highest scores were related to emotional control, kindness even in adverse situations, and self-assessment skills. Finally, teamwork was characterized by collaborative integration, conflict resolution, and institutional commitment, although participation in institutional activities varied among the teachers.

This study establishes that faculty members in the Department of Economic and Administrative Sciences at TecNM/Tláhuac possess highly developed soft skills that contribute to a positive organizational climate. However, areas for improvement have been identified related to interpersonal motivation and consistent institutional participation. Based on these findings, it is proposed to expand the research to other academic departments within the institution to gain a comprehensive understanding and to integrate faculty development programs that strengthen institutional growth.

Keywords-- Soft skills, communication, teamwork, emotional intelligence, higher education, faculty.

INTRODUCTION

Soft skills lack a general theory, as well as a single definition, because they are a multidimensional, contextual, and evolving topic involving different factors that are studied from different disciplines, such as education, psychology, administration, sociology, etc. These are areas in which the main actor is the human being who, throughout their life, is trained in different fields from which they achieve their goals. Education is a fundamental part of this process, and to excel in it, a series of skills are required that allow individuals to interact appropriately in their social environment, in addition to managing and controlling their emotions. (Ramírez & Manjarrez, 2022)

Educational standards for citizenship in the 21st century are based on new curriculum models or learning outcomes, which are based on competencies or skills. (Portillo-Torres, 2017) These skills include hard and soft skills. According to Reyes (2018), cited by Muñoz and Huacón (2021), hard skills are defined as "technical skills that are relevant to the job. You can usually acquire hard skills in the classroom, in an online course, through books and other materials, or on the job." However, acquiring soft skills

requires a more complex process. According to Cobo and Moravec, 2011, cited by Fuentes et al. (2021), soft skills are commonly related to behaviors when interacting with others and personality patterns based on abilities understood and used in different contexts so that the subject can relate appropriately. Therefore, there are a variety of definitions for soft skills, also known as socio-emotional or life skills, because, as already mentioned, they have been measured from different perspectives (Guerra-Báez, 2019).

For Fiszbein, Cosentino, and Cumsille (2016, p. 12), soft skills are "the ability to negotiate, relate, collaborate, and work in a culturally diverse environment." The National Soft Skill Association defines them as a complex set of personal qualities that contribute to a person being a positive and contributing member of any organization. These skills include personal qualities such as a positive attitude, communication, planning and organization, critical thinking, teamwork, and more (2025). Meanwhile, Torres 2019, cited by Albuquerque, defines them as "those that drive emotional intelligence, focused on developing values, fostering communication, and emotional relationships" (2021, p. 2).

The skills that humans possess allow them to act in a situation and resolve it in the best way possible, that is, with the greatest possible benefits. It is also a way of determining which skills are most developed and which may be an area of opportunity to work on. Espino and Soledad (2022) explain that as humans develop in different areas, they learn to solve different problems. For example, in academia, a teacher must put different skills into practice to teach a class, interact with colleagues and students, meet institutional goals, etc.

Thus, higher education institutions (HEIs) bring together teachers who have knowledge and experience in different areas of professional training, who teach different subjects and in many cases have specialized in one or more of them. However, today's work experience also requires skills and attitudes that allow them to interact and achieve assertive relationships and self-awareness.

That is why the educational work of teachers is so vast and varied that emotionally they need to be aware, motivated, work as a team, establish effective communication, and demonstrate their ability

to lead future academic, scientific, and professional projects. (Ceja, Céspedes, Vázquez, & Pacheco, 2022, p. 221)

Soft skills can be grouped into three categories: interpersonal skills, cognitive skills, and emotional control skills. These three categories do not work independently, but are generally interrelated. Their importance lies in the fact that they are valuable for professional and career development. (De La Ossa, 2022)

Communication, which is part of the interpersonal skills group, is one of the most important skills. When used correctly, it allows for conflict resolution, reaching agreements, interacting appropriately, etc. (Avelino, 2022) "Assertive communication involves expressing ideas, emotions, and needs in a coherent and respectful manner in various situations and contexts, while demonstrating active listening skills." (Huapalla-Meza, García-Barbarán, & Pinedo-Castro, 2024, p. 83)

Teamwork is the ability to collaborate and carry out activities that have a common purpose, based on agreements and rules, duties, and functions that each member must perform in order to reach appropriate solutions, form alliances, and motivate their members. (López, 2023, p. 83)

According to Guerra (2020), teamwork is a mechanism that provides an atmosphere that encourages the members of an institution to work with enthusiasm; it also serves to increase self-concept and self-esteem among teachers and their sense of ownership and belonging.

The topic of emotions began to gain relevance in the 1960s in the field of psychology. It became even more prominent with Gardner's theory of multiple intelligences in the early 1980s, which considers intelligence to be not a single entity, but rather a set of skills that human beings possess and construct socially. But it was not until the 1990s that Goleman revisited emotions as a form of intelligence that allows us to recognize them in ourselves and in others.

Emotions are present in everyday life, "each one offers a definite disposition to act; each one points us in a direction that has worked well in dealing with the repeated challenges of human life." (Goleman, 1995, p. 22)

Emotions are a fundamental source of good or bad relationships with other people, with whom a process of recognition and empathy must be established, resulting in mutual

win-win system. For this reason, individuals must be able to recognize and distinguish the various emotions they perceive or feel in each context in which they interact. (Duque, 2012, p. 149) Contextualizing the issue within the current problems in education, interpersonal skills and teaching practice are essential aspects that teachers must master in order to effectively guide their students. These skills can help educators achieve the necessary objectives in their training for society. (Huapalla-Meza, García-Barbaran1, & Pinedo-Castro, 2024) In the case of the National Technological Institute of Mexico (TecNM), the new Educational Model: Humanism for Social Justice (TecNM, 2024) explicitly promotes the training of students with comprehensive human skills, which requires teachers with solid soft skills. However, to date, there is no local research that has identified the level of competence of teachers at the Tláhuac Institute of Technology (ITT).

As a result, there are no parameters in place to strengthen the development of soft skills among teaching staff in the areas of economics, administration, and engineering. The cause of this situation is the absence of a systematic assessment to determine the level of development and mastery of skills such as assertive communication, collaborative work, empathy, leadership, and conflict resolution.

If the institution has not defined the paths to follow in terms of teacher and professional training, graduates will have incomplete training in the areas of social-emotional, communication, and leadership skills, limiting their effective integration into the workplace (World Economic Forum, 2020). This shortcoming hinders the implementation of effective training actions and limits the impact of teaching on the comprehensive training of students, especially in a context where the competency-based educational model requires teachers to not only be transmitters of technical knowledge, but also trainers of people capable of integrating into the world of work with an ethical and socially responsible vision (TecNM, 2024).

Therefore, it is necessary to determine the level of soft skills possessed by teaching staff and thus identify strengths and areas of opportunity, which leads the institution to evaluate, plan, and determine activities in line with teacher development contextualized to existing needs.

The hypothesis on which the research is based is: Teachers in the Department of Economic and Administrative Sciences at the Tláhuac Institute of Technology have an intermediate level of development in

soft skills in communication, emotional intelligence, and teamwork, which makes them susceptible to training strategies.

General objective:

Determine the level of soft skills in communication, emotional intelligence, and teamwork possessed by teachers in the Department of Economic and Administrative Sciences at TecNM-Tláhuac, using a diagnostic questionnaire to inform strategies for improving teacher training. Specific objectives:

1. Review national and international studies on soft skills in teaching in order to identify key approaches, dimensions, and competencies related to communication, emotional intelligence, and teamwork.
2. Select and adapt a validated diagnostic questionnaire to assess the level of soft skills development among teachers in the Department of Economic and Administrative Sciences at TecNM-Tláhuac.
3. Apply the diagnostic tool to the department's teaching staff, systematizing the results using quantitative and qualitative analysis techniques to identify strengths and areas of opportunity.
4. Propose improvement strategies for the development of soft skills in teachers, based on the results of the diagnosis.

Justification

This work is essential, as it will enable TecNM to meet its institutional objectives and the commitments of the 2020-2024 Sectoral Education Program, which emphasizes the need to raise educational quality through teacher professionalization. (Government of Mexico, 2020)

This research will thus enable the design of continuing education policies aligned with the real needs of academic staff. This is because the soft skills of each teacher are an added value that they bring to the institution, and although they are intangible, they are important because they allow teachers to adapt to different situations, solve problems, and communicate effectively with their colleagues (Avelino, 2022, p. 41).

The National Technological Institute of Mexico, through its *Humanism for Social Justice* Educational Model (TecNM, 2024), emphasizes the training of students with comprehensive human skills, which requires teachers who not only master disciplinary content but are also models of interpersonal and socio-emotional skills. However, at the ITT there is no systematic assessment

on the level of development of these skills among teaching staff, particularly in the Department of Economic and Administrative Sciences, which is responsible for key subjects in the cross-curricular training of students.

Thus, with information on this subject, it will be possible to make informed decisions to design improvement actions, positively impacting both the teaching-learning processes and the results of graduate follow-up. In fact, feedback from employers collected during accreditation processes has indicated that there is an area of opportunity in the training of graduates' soft skills, suggesting an urgent need to strengthen these competencies through teaching practice.

Methodology

This project used a descriptive quantitative approach, which will allow for the collection of measurable and comparable data, facilitating the identification of strengths and areas of opportunity. This methodological design was chosen in response to the need for an objective, systematic, and replicable diagnosis that provides useful evidence for institutional decision-making and the improvement of teacher training plans.

DEVELOPMENT

To conduct this research, a questionnaire developed by Sanca Escarcena, Ruth Ines 2022, was used. It was part of her graduate work, designed using the Likert scale, and evaluated by expert judgment, resulting in a reliability of 0.900, which was calculated using Cronbach's alpha coefficient.

For the purposes of this research, only the number of degrees on the Likert scale was adjusted in the instrument to achieve greater precision, where 1 was equal to never and 7 was equal to always. Based on this, perceptions, attitudes, and behaviors related to communication, emotional intelligence, and teamwork were quantified from the collection of numerical data.

The positivist paradigm served as the basis for developing this research. The approach was quantitative and descriptive in scope. Based on this paradigm, it was possible to objectively measure the level of development of soft skills in teachers, using a structured questionnaire and descriptive statistical techniques, thus achieving a reliable diagnosis of the phenomenon studied.

Male teachers accounted for 37.5% of those who participated in the questionnaire, while female teachers accounted for 58.3%. As mentioned above, they belong to the Department of Economic and Administrative Sciences, where the types of contracts are permanent (full-time, part-time, and subject-specific) and fee-based. The academic degrees are bachelor's and master's degrees. The aforementioned department offers degrees in Business Administration and Public Accounting; however, they teach core subjects common to all degrees offered by the technological institute.

The questionnaire was administered digitally via Google Forms and sent to teachers through their institutional accounts, ensuring accessibility and confidentiality. The procedure was organized into five stages: first, the theoretical review and selection of the base instrument; second, the application of the instrument to the teachers in the department; third, the systematization and analysis of data; and finally, the interpretation of results and formulation of proposals for improvement.

Table 1 shows the items in the questionnaire, which had a scale of: never, almost never, rarely, sometimes, frequently, almost always, and always.

Table 1. *Questionnaire applied.*

No	Items
Dimension: Communication	
1	He believes that ideas improve the institution's work.
2	Communicates their opinion in a timely manner.
3	Listens to and appreciates the opinions of other members of the institution.
4	Use understandable language when interacting with others.
5	Sometimes uses gestures to make themselves understood.
Emotional intelligence dimension	
6	Feels capable of encouraging colleagues.
7	Understands and comprehends the feelings of his coworkers.
8	He is kind to others even when he feels tired.
9	Remains calm in difficult circumstances.
10	He can control his emotions to make the right decisions.
11	Accepts criticism from colleagues even when you disagree with it.
12	When you make a mistake, you evaluate yourself and correct it.
13	Is aware of their feelings at certain times and manages them appropriately.
Dimension: teamwork	
14	It is easy for you to work and get along with most of your coworkers.
15	He actively participates in the various activities organized by the institution.
16	He identifies with his colleagues.
17	When a conflict arises, he/she seeks strategies for resolution.
18	He/she easily integrates into the work team to achieve institutional goals.
19	Takes responsibility for their commitment to the institution.
20	Volunteers in various activities at the institution.

Source: *Sanca (2022).*

Limitations of the study

It is recognized that, as this is a cross-sectional study, the results will only reflect the conditions at the time of application, without the possibility of observing changes over time. Likewise, given that data collection will be carried out using a self-administered questionnaire, the results could be subject to social desirability or subjective perception biases. It should also be noted that the research will be limited to the institutional context of the Department of Economic and Administrative Sciences at TecNM/Tláhuac, so its findings will not necessarily be generalizable to other academic areas or campuses within the TecNM system.

The sample was validated as follows: out of a total of 30 teachers from the Economic and Administrative Sciences academy, 24 completed the instrument.

$$X = \frac{n \times 100}{N} \quad \text{Ec. (1)}$$

\bar{X} = Sample
n = Sample size N =
Population universe

$$\bar{X} = \frac{24 \times 100\%}{30}$$

$$\bar{X} = 80$$

The population in the Department of Economics and Business Administration consists of 30 teachers. The results obtained from the sample that answered the questionnaire confirm that it is valid for the purposes of this research.

Research design

The design methodology is descriptive, as it seeks to determine the current level of soft skills among teachers in the Department of Economic and Administrative Sciences at TecNM/Tláhuac. It was developed using a quantitative approach, which allows for the collection of objective and measurable data useful for institutional diagnosis. The time frame was cross-sectional, because data collection was carried out at a single point in time, allowing for the capture of a specific record of the status of the selected competencies.

Finally, the study is at a diagnostic depth level, as its main purpose is to identify strengths and areas of opportunity that serve as a basis for training improvement actions.

Data analysis

The collected data were processed and analyzed using the GPT Data Analyst tool, which is specialized and validated software for statistical analysis. Descriptive statistical techniques were applied, including measures of central tendency and dispersion.

The formulas used in the research to obtain measures of central tendency and dispersion are presented below.

1) Central tendency:

- a) Average mean: indicates the average of the responses and determines the overall assessment of the group.

If the data is numerical

$$X = \frac{\sum_{i=1}^n x_i}{n}$$

Where

x_i = each value of the variable

n = total data

- b) Median: this is used to find the central value of the sorted data.

$$\text{Median} = X_{\frac{n+1}{2}} \quad (\text{if } n \text{ is odd})$$

$$\text{Median} = \frac{X_{\frac{n}{2}} + X_{\frac{n}{2}+1}}{2} \quad (\text{if } n \text{ is even})$$

- c) Mode: refers to the value that is repeated most often, i.e., the most common response among all participants.

Mode = x_l with the highest frequency

2) Dispersion: indicates how scattered or similar the data is with respect to the average.

- a) Range: measures the difference between the highest and lowest values. It is greater when there is more variety in the responses.

$$\text{Range} = X_{\max} - X_{\min}$$

- b) Variance: measures the variation between the data and the mean.

$$S^2 = \frac{\sum (x_i - \bar{X})^2}{n}$$

s^2 = variance x_i

= each value X

\bar{X} = mean

n = number of data points

c) Standard deviation: refers to the square root of the variance.

$$S = \sqrt{S^2}$$

If the result of s is small (close to 0), it means that the responses are similar. If the result of s is high, the responses are more diverse.

The results are described as follows: the general data for the sample are presented in Table 2, which serves as a reference for identifying gender, type of contract, academic level, and area of training.

Table 2. *Statistics on general data for teachers in the Department of Economics and Business Administration.*

Category / Value	Gender	Type of contract	Academic level	Field of training
Male	37.5			
Female	58.3			
I prefer not to say	4.2%			
Fees		45.8		
Base		54.2		
Bachelor's degree			45.8%	
Master's degree			54.2	
Physics and mathematics				4.2
Economics and administration				62.5
Social sciences and humanities				33.3

Source: *Own elaboration (2025).*

In the type of contract that corresponds to the fee-based modality, 45.8% do not have job stability. This situation may be affected by the constant training that must be provided due to staff turnover. Teachers with master's degrees (54.2%) coincide with the percentage of base hiring, which is positive because they are teachers who remain in academia. Finally, 95.8% of the training area is in line with the degrees and subjects taught.

With regard to the questionnaire results, information on communication, emotional intelligence, and teamwork is presented based on the concentration of information. First, the descriptive statistical analysis applied to the questionnaire responses in the area of soft skills in communication is presented, based on measures of central tendency and dispersion.

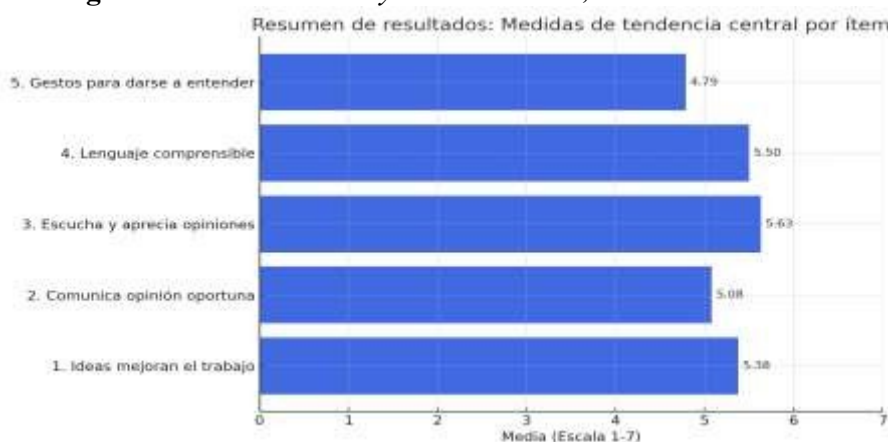
Table 3. Summary of communication skills results.

Item	Distribution of frequency	Mean	Median	Mode	Standard deviation Standard	Interpretation
1. Consider that the ideas improve the worked on the institution	4.1% (3), 16.7% (4), 16.7% (5), 62.5% (6)	5.38	6	6	0.90	Positive results <i>positivos</i> , debido a que las ideas contribute institutional value.
2. Communicates their opinion of form appropriate.	8.3% (3), 16.7% (4), 33.3% (5), 41.7% (6)	5.08	5	6	1.00	This category shows slight variability, although the communication is generally appropriate.
3. Listening and appreciates the opinions of others members of the institution.	4.1% (4), 29.2% (5), 66.7% (6)	5.63	6	6	0.65	Highly valued of respected and listened active.
4. Use language understandable when me relacionó con others.	4.1% (5), 41.7% (6), 54.2% (7)	5.50	6	6	0.66	Communication clear and understandable predominant.
5. On occasions uses <i>gestos</i> for to give to understand.	4.1% (2), 25% (3), 12.5% (4), 41.7% (5), 16.7% (6)	4.79	5	5	1.10	Good management of nonverbal communication, although there is a greater dispersion.

Source: Own elaboration (2025).

With regard to the measures of central tendency by item shown in Figure 1, the following information is available: it can be seen that the highest values correspond to listening and appreciating opinions and understandable language, while the lowest is gestures to make oneself understood, although all results remain at a high level.

Figure 1. Central tendency statistical data, items 1-5.



Source: Own elaboration (2025).

The communication skills of the teachers evaluated show a high trend, which is reflected in averages above 5, indicating that active work and clarity of expression are viewed favorably. Low standard deviations indicate homogeneity in responses, which denotes a participatory organizational climate. The aspect with the greatest variability was nonverbal communication through the use of gestures.

Below are the results for items 6-13, which correspond to the category of soft skills in emotional intelligence, based on information from measures of central tendency and dispersion.

Table 4. Summary of emotional intelligence skills results.

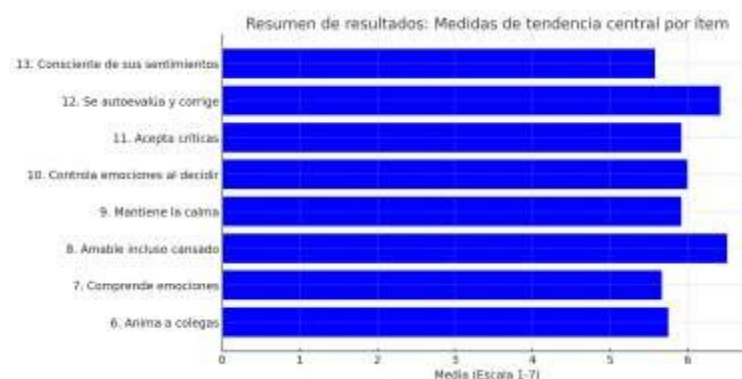
Item	Frequency distribution frequency	Mean	Median	Mode	Standard Standard	Interpretation
6. Feels with the ability to encourage a their colleagues.	16.7%(4), 29.2%(5) 16.7 (6), 37.5% (7).	5.75	6	7	1.13	There is a high willingness to motivate others, with moderate moderate among participants.
7. Understands and emissions of their peers work.	4.2%(3), 12.5% (4), 20.8% (5) 37.5%(6), 25% (7)	5.67	6	6 and 7	1.11	It is observed empathy solid, although with slight differences in emotional perception.

8. Is friendly with others even when feels tired.	16.7% (5), 16.7% (6), 66.7% (7).	6.51	7	7	0.76	Very high control, affectionate, low dispersion indicates strong consensus.
9. Remains with tranquility in circumstances difficult.	4.2% (4), 20.8% (5), 54.2% (6), 20.8% (7).	6.92	6	6	0.76	Favorable capacity of emotional regulation in adverse situations.
10. Can control your emotions for making correct decisions.	25% (5), 50% (6), 25% (7).	6.00	6	6	0.71	Decision-making with emotional, consistent responses.
11. Accept the criticism from their colleagues despite of not being in agreement with them.	33.3% (5), 41.7% (6), 25% (7).	5.92	6	6	0.76	Open to dialogue and feedback.
12. When make a mistake self-evaluates and corrects it.	12.5% (5) 33.3% (6), 54.2% (7).	6.42	6	7	0.70	Clear trend to self-learning and control emotional.
13. Collaborates voluntarily and in the different activities of the institution.	4.2% (4), 33.3%(5), 62.5% (6).	5.58	6	6	0.57	High level of self-awareness emotional, very low dispersal (opinions homogeneous).

Source: Own elaboration (2025).

Based on questions 6-13 in Figure 2, the measures of central tendency are presented, as well as the standard deviation to evaluate the dispersion of responses.

Figure 2. Central tendency statistical data, items 6-13.



Source: Own elaboration (2025).

The results show a high level of social-emotional skills, with the average indicating that most responses are at the upper levels of the scale. This suggests that each of the aspects evaluated are common in teachers' behavior.

Table 5 shows the results for items 14-20, which refer to soft skills for teamwork, based on information from the measures of central tendency and dispersion.

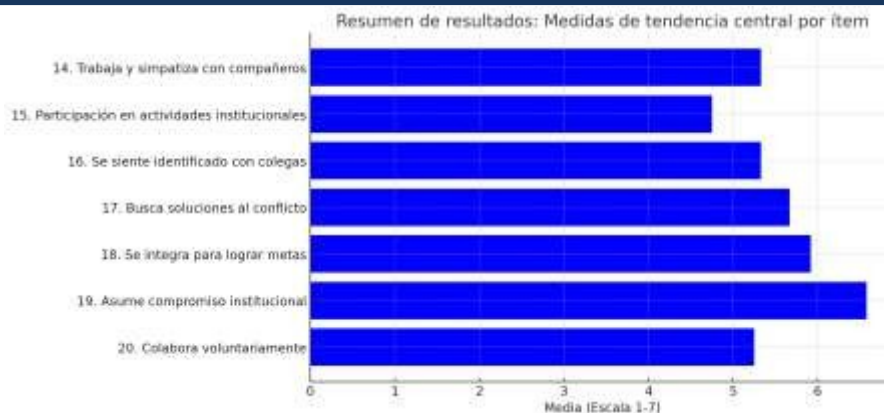
Table 5. Summary of teamwork skills results.

Item	Distribution of frequency	Average	Median	Mode	Standard Standard	Interpretation
14. It is easy to work and sympathize with the majority of their colleagues at work.	4.2% (3), 12.5% (4), 16.7% (5), 33.3% (6), 33.3% (7).	5.33	6	6 and 7	1.32	The results show that positive and fluid coexistence predominates.
15. They actively participate in various activities that the institution has.	4.2% (1), 12.5% (3), 12.5% (4), 20.8% (5), 12.5% (6),	4.75	6	7	1.58	Participation is moderate, with wide variability between individuals.
16. I feel identified with his/her colleagues.	4.2% (1), 25% (4), 29.2% (5), 25% (6), 16.7% (7).	5.33	5	5	1.25	Se given a good identification between partners, although not in a homogeneous manner.
17. When a conflict arises, he seeks strategies for a solution.	8.3% (4), 12.5% (5), 25% (6), 58.3% (7).	5.67	7	7	1.11	There is a strong tendency to actively resolve conflicts.
18. Integrates easily into the work team to achieve institutional goals.	16.7% (5), 54.2% (6), 29.2% (7).	5.92	6	6	0.96	It shows behave stably in terms of solid ability of integration.
19. Assumes responsibility for their commitment to the institution.	4.2% (5), 16.7% (6), 79.2% (7).	6.58	7	7	0.78	There is a high and consistent commitment to the institution.
20. Voluntarily collaborates in the institution.	25% (4), 12.5% (5), 20.8% (6), 41.7% (7).	5.25	6	6	1.42	There is a willingness to collaborate, with certain differences among teachers.

Source: Own elaboration (2025).

Figure 3 graphically shows the information on teamwork, and it can be seen that the greatest tendency is in institutional commitment, with 6.58%; however, participation in institutional activities has the lowest average, with 4.74%, which indicates that identification with the institution is not always related to participation in activities.

Figure 3. Central tendency statistical data, items 14-20.



Source: Own elaboration (2025).

DISCUSSION AND ANALYSIS OF RESULTS

This study assessed the level of development of soft skills in communication, emotional intelligence, and teamwork among teachers in the Department of Economic and Administrative Sciences at TecNM/Tláhuac. These skills are fundamental for strengthening the work environment, as well as the effectiveness of educational processes and the consolidation of organizational culture.

The results generally show favorable trends in the performance of the aforementioned skills; however, it is also possible to observe that there are specific areas that can be strengthened.

With regard to communication (items 1-5), the averages are between 5.00 and 5.63. This result indicates that most teachers consider themselves capable of expressing their ideas, listening to others, and using understandable language on a frequent basis. The item with the lowest score (4.79) was the use of gestures to make oneself understood; that is, nonverbal communication can be reinforced when talking about collaborative contexts and conflict resolution.

In general, there is functional and respectful communication that should be strengthened with expressive skills.

Regarding the results of emotional intelligence management (items 6-13), the values obtained range between 5.50 and 6.51, showing a clear trend toward high levels of emotional self-regulation and empathy. Items 8 and 12, "Is kind when feeling tired" ($M \approx 6.51$) and "Self-evaluates and corrects" ($M \approx 6.42$), reflect significant emotional maturity, which leads to coexistence and adaptation to

demanding work situations. Similarly, it can be seen that teachers are able to control their emotions and thus make the most appropriate decisions ($M \approx 6.00$), which represents a key competence in problem solving.

In items such as "Feels capable of encouraging colleagues" ($M \approx 5.75$), there is less intentionality and visibility of this, which is key to positive leadership and an adequate organizational climate.

Teamwork was evaluated using items 13-20, with averages ranging from 5.25 to 6.71, indicating a high degree of collaboration, integration, and institutional responsibility. The highest scores correspond to the following questions: "When a conflict arises, you seek strategies for resolution" ($M \approx 6.71$), which indicates an orientation toward consensus and constructive resolution of differences, traits that are fully associated with sensible and cohesive teams.

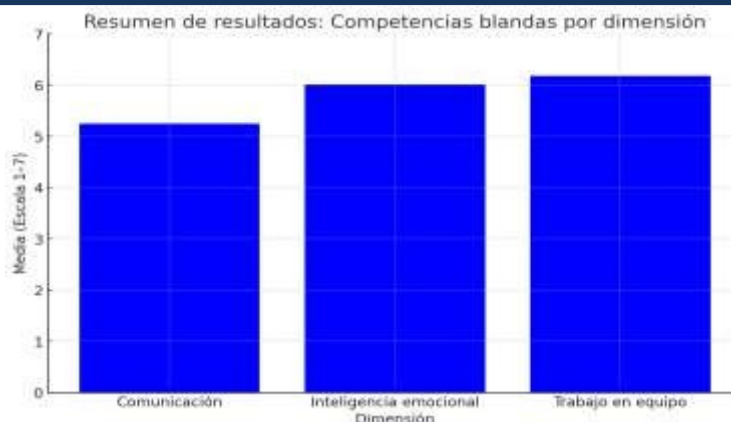
The question on commitment to the institution ($M \approx 6.63$) shows a high degree of belonging and professional responsibility.

The lowest score is found in participation in institutional activities ($M \approx 5.29$), which indicates that although there is a willingness to collaborate, it does not always materialize.

Based on the results of the diagnostic study of soft skills in communication, emotional intelligence, and teamwork among teachers in the Department of Economic and Administrative Sciences at TecNM/Tláhuac, the overall results show favorable trends, suggesting that there is a positive work environment, which provides a solid foundation for effective educational processes. However, this does not mean that there are no specific areas for improvement, which opens up opportunities for institutional strengthening.

Figure 4 shows the summary of the questionnaire results in the three areas of soft skills assessed on a scale of 1-7. It can be seen that emotional intelligence and teamwork have the highest averages, indicating a high level of development of these skills. Although the communication dimension is positive, it reflects specific areas of opportunity for improvement, such as nonverbal communication, which significantly accompanies oral language and represents an aspect in which there are areas of opportunity to work on and strengthen interaction between teachers.

Figure 4. *Summary of statistical data from the questionnaire on soft skills in communication, emotional intelligence, and teamwork.*



Source: *Own elaboration (2025).*

In general, the findings reflect a functional, responsible, and collaborative work team, with areas of opportunity for actions that encourage and involve teachers in institutional activities. Similarly, these findings allow for the development of improvement actions and specific training programs based on consolidating and strengthening the work of teachers.

The resumption of this topic stems from the importance of developing soft skills in teachers and their impact at the institutional level, which has been addressed in various studies. For example, Avelino (2022, p. 42) mentions that "soft skills and each of their dimensions are important and necessary to achieve an adequate organizational climate within each educational institution." This is important because it is the basis for achieving both collective and individual goals in the different academic departments that make up an institution.

Lozano (2022, p. 419) states that "the theoretical review of soft skills is important for the comprehensive personal and professional development of both students and teachers." Therefore, it is possible to say that it is essential for institutions to have real information about the level of development of their teachers' soft skills, as this is the starting point for implementing training strategies. Conducting this type of research provides the starting point for obtaining real information and thus implementing strategies that contribute to institutional development.

CONCLUSIONS

The results of this study on the level of soft skills among teachers in the Department of Economic and Administrative Sciences at TecNM/Tláhuac, based on the different dimensions evaluated, are as follows: in terms of communication, the average range is between 5.08 and 5.63, which indicates a medium-high level, with a slight tendency toward high. Emotional intelligence is 5.50-5.63, which indicates a medium-high level, with a slight tendency toward high. Interpersonal skills are 5.50-5.63, which indicates a medium-high level, with a slight tendency toward high.

5.63, which determines a medium-high level, with a certain tendency towards high. Emotional intelligence 5.50-

6.51, which is high, and finally teamwork 5.25-6.71, which is established as medium-high to high. In general, the level of soft skills development is considered high, so it can be concluded that the null hypothesis is confirmed, given that it was established that the level of skills development in teachers would be intermediate; However, this does not represent a limitation for training, as it highlights the human and professional strengths of teachers, thus providing a solid basis for implementing more advanced training strategies aimed at consolidating a more collaborative organizational culture oriented towards continuous improvement.

Nevertheless, areas that can be strengthened were identified, corresponding to constant participation in institutional activities, the strategic use of nonverbal communication, and interpersonal motivation. These areas present opportunities for development, not because they lack them, but rather to increase cohesion and institutional identity.

Based on the results obtained, the following research proposals are feasible: the first is to identify soft skills in teachers from different academic departments within the institution. This is necessary because the institution's teaching team is made up of all these areas, and it would provide a more general analysis for comparing patterns, strengths, and areas for improvement at the institutional level. In addition, more precise and relevant training plans would be designed, training strategies would be established according to real needs, and managers would be able to make decisions based on evidence and not just on perception.

The second research proposal is based on teaching identity and a sense of institutional belonging, which would provide information on how teachers experience, interpret, and build their commitment to the institution. The results would contribute to establishing integration strategies among teaching staff.

It is also important to understand the development of other soft skills such as leadership, an interesting and fundamental topic when working in teams, communicating, and mastering emotional intelligence, as these are characteristics of a leader.

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